

APPENDICES

CSAP PREVENTION STRATEGIES

- Policy
- Enforcement
- Collaboration
- Communications
- Education
- Early Intervention
- Alternatives

Key components of Strategies

- Not all are equally strong
- All are more effective when used in conjunction with others
- Using multiple strategies in multiple settings, working toward a few common goals, offers the best chance to prevent the abuse of alcohol, tobacco, and other drugs.

Policy

Public policies, laws and regulations can be designed to limit access to ATOD and to decrease the problems associated with their abuse. One reason policies work is that they create a change in the environment itself (in contrast to efforts that aim at individual behavior change). Policy strategies are most likely to be effective if they do one or more of the following:

- Increase the price of alcohol or tobacco
- Set the legal blood alcohol content (BAC) limit to 0.00 (or no higher than 0.02) for people under the age of 21
- Provide deterrents to using alcohol or provide incentives for not using
- Limit the location and density of alcohol retail outlets
- Restrict the use of tobacco in public and private workplaces

Enforcement

If laws and regulations are going to effectively deter people and businesses from illegal behaviors, they must be accompanied by significant penalties and they must be enforced through surveillance, community policing and arrests. Enforcement strategies are most likely to be effective if they do one or more of the following:

- Ensure that retailers comply with minimum purchase age laws for tobacco and alcohol
- Limit driving privileges for those who violate minimum purchase age laws
- Limit driving privileges for those caught driving under the influence (DUI) of alcohol or other drugs
- Involve public enforcement of the laws against service to intoxicated patrons and sales to minors

- Employ citizen surveillance and nuisance abatement programs

Collaboration

Collaboration is a mutually beneficial and well defined relationship entered into by two or more organizations to achieve results they are more likely to achieve together than alone. Characteristics of an effective partnership:

- The collaboration addresses an important need and has broad support and involvement from the community.
- Membership is inclusive (8 to 14 partners is not unusual)
- Decision-making is shared; decisions are made by the group, not by a small cadre or one person.
- Members focus on how to work well together: They are committed to taking time and building trust, and they see the collaboration as a long-term effort.
- Participants are frequently required to change the way they do things

Communications

Public perceptions about alcohol, tobacco and other drugs play a significant role in the use of these substances. Communication strategies are more likely to be effective if they do the following:

- Reach many people in the community
- Present messages that appeal to the motives of young people for using substances or refute their perceptions of substance abuse
- Messages are placed where young people are likely to see and hear them
- Messages are tailored to the particular audience
- Demonstrate the harmfulness of substances and avoid use of admonishments

Four types of communications activities can help educate the public about the real dangers of substance abuse:

Public Education campaigns attempt to increase knowledge and awareness of a particular health issue. A campaign can communicate information about personal risk factors or publicize new laws or programs that promote protective behaviors. Campaigns can target a wide range of people including youth, parents, teachers and seniors.

Social Marketing campaigns apply techniques that have been successful in the field of commercial advertising to advance social and public health causes. These campaigns try to convince the public to adopt a new behavior (such as wearing a seat belt or using condoms) by showing them the benefit they will receive in return (e.g. protection in a car accident, or avoidance of an unwanted pregnancy or STD).

Media advocacy activities employ mass media to advance a public policy initiative or message, frame the debate, and build support for changes in public policy. By working directly with local newspapers, television and cable channels, and radio stations, media advocates try to impact the way people talk and think about a social or public policy initiative.

Media literacy programs teach young people to analyze and understand media messages and empower them to make decisions independent of the media's overwhelming influence. Young people learn how programs and advertisements are developed and what strategies producers use to make media messages more persuasive.

Education

Prevention Education programs can impart knowledge and develop skills, though research shows that alone they are insufficient to produce far reaching and long lasting change. Besides prevention education for youth, training efforts aimed at adults who interact with youth also contribute to prevention.

Education strategies are most likely to be effective if they do one or more of the following:

- Foster young people's social skills and attachment to the school and community
- Include an educational component for parents, with information about drugs for both them and their children
- Focus on training servers and other adults to improve selling and serving practices

Thinking, Social, and Resistance Skills for Students

Certain skills are emerging as critical to preventing substance abuse, including empathy and perspective taking, social problem solving, anger management or impulse control, communication, stress management and coping, media resistance, assertiveness, and character/belief development. Instructional programs tend to be more effective when they:

- Reach children from kindergarten through high school
- Reach young people during non-school as well as school hours
- Use age and culturally appropriate, interactive teaching materials
- Combine social and thinking skills instruction with resistance skills training
- Include an adequate "dosage" of at least 10 to 15 sessions per year and another 10 to 15 booster sessions offered no later than three years after the original program.
- Include peer education components that are led by students
- Offer professional development or training opportunities for school faculty and staff

Early Intervention

Early Intervention strategies include screening, assessment, and referral of youth at risk for substance abuse related risk factors.

Early Intervention strategies are more likely to be effective if they do one of more of the following:

- Target families considered at risk or who are already abusing alcohol, tobacco, and other drugs
- Include skill-building components for both parents and children
- Identify and build on strengths of the family
- Offer incentives for participation
- Strive to be culturally appropriate
- Address the relationship between substance abuse and other adolescent health issues

Alternatives

Alternative strategies are most likely to be effective if they do the following:

- Target youth at high risk who may not have adequate adult supervision or access to a variety of activities
- Target the particular needs and assets of individuals
- Provide intensive approaches that combine hours of involvement with access to related services

Researchers conclude that alternative approaches alone are not enough to prevent substance abuse among youth. Enrichment and recreational activities must be paired with other strategies that have been proven effective, such as policies that reduce the availability of alcohol, tobacco, and other drugs, as well as social and personal skill-building instruction. Nevertheless, certain alternative approaches have proven to be successful in meeting the needs of young people at risk – the following, in particular:

- Mentoring programs related to reducing substance use and increasing positive attitudes towards others, the future, and the school
- Recreational and cultural activities associated with decreasing substance abuse and delinquency by providing alternatives to substance use
- Programs that build skills among the participants
- Community service associated with an increased sense of well-being and more positive attitudes toward people, the future, and the community.

Adapted from Center for Substance Abuse Prevention (CSAP) Northeast Center for the Application of Prevention Technologies, Effective Prevention Strategies

More information on these prevention strategies can be found at:

<http://www.northeastcapt.org/products/strategies/index.html>.

RISK FACTORS

Community Environment

Economic/Social Deprivation
Low Neighborhood Attachment and Community Disorganization
Community Norms and Laws Favorable to ATOD
Availability of ATOD

School Environment

Lack of Clear School Policy regarding ATOD
School Transitions
Academic Failure
Little Commitment to School

Family Environment

Family Management Problems
Family History of Alcoholism/Drug Abuse

Individual/Peer Behavior

Health Problems
Physical/Mental Disabilities
Favorable Attitude toward Drug Use
Early First Use
Greater Influence by and Reliance on Peers than Parents
Anti-social behavior in late childhood/Early adolescent anti-social behavior and rebelliousness
Isolation, Loss
Involvement with Criminal Justice System

Adapted from Hawkins, J.D., Catalano, R.F. and Miller, J.Y. (1992). Risk and Protective factors for alcohol and other drug problems in adolescence and early adulthood: Implication for substance abuse prevention. Psychological Bulletin, 112(1), 64-105.

TARGET POPULATION CATEGORIES

Community
Elementary School
Middle School
High School
Intergenerational
Senior Citizens
Parent/Teacher/Coach